

EFFECTIVENESS REPORT

CASE STUDY

Superkids Is Effective with High-Achieving Students

Superkids was the core kindergarten reading curriculum during the 2005-2006 academic year at three schools serving high-achieving students.

Key Results

- Students taught with Superkids scored much higher than average on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Kindergarten Assessment at both the middle and end of the school year.

- Teachers reported that Superkids was effective with all students in their classrooms, including students at high ability levels. Teachers also reported that Superkids can be tailored to meet each student's needs, regardless of ability level.

Table 1: School Profiles and Demographic Data

	American Heritage School Delray Beach, FL	Forth Worth Academy Fort Worth, TX	Milestones Charter School Phoenix, AZ
School Type and Grade Levels	Private Urban Fringe Grades Pre-K - 12	Private Large Central City Grades K - 8	Charter Large Central City Grades Pre-K - 4
Total Enrollment	1018	232	176
Number of K Classrooms Using Superkids	3	2	2
Free or Reduced Lunch	0%	0%	0%
English Language Learners	6%	3%	0%
Identified Disability	12%	3%	16%
African American	8%	4%	9%
Asian/Pacific Islander	4%	3%	3%
Hispanic/Latino	4%	7%	9%
Native American	0%	0%	0%
White	84%	80%	70%
Other	0%	6%	9%

Table 2: DIBELS Kindergarten Assessment Average Subtest Scores

	Letter Naming Fluency		Phoneme Segmentation Fluency		Nonsense Word Fluency	
	Winter	Spring	Winter	Spring	Winter	Spring
Superkids Classrooms*	51	59	36	51	46	59
Nationwide Sample**	31	45	28	41	20	33

*Based on combined data from American Heritage School, Milestones Charter School, and Fort Worth Academy collected in the 2005-2006 academic year (n=107).

**Based on data from all participating students in the DIBELS web data system in the 2001-2002 academic year (n=approximately 35,000 students).¹

(more information on back)

Setting

In all three schools, Superkids was used as the core reading program in every kindergarten classroom during 2005-2006. Teachers taught Superkids to all children in their classrooms for at least 40 to 60 minutes every day.

Results

Three subtests of the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*² assessment were used to measure reading ability: Letter Naming Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency. In winter and spring of 2005-2006, all three subtests were administered to 107 kindergarten students in the participating schools.

Table 2 on page 1 reports the average winter and spring DIBELS subtest scores for all 107 students and a nationwide sample of 35,000 students. Students

from the three schools that used Superkids scored much higher than the national average on both administrations of the DIBELS subtests.

The DIBELS data show that high-achieving students perform consistently well on reading assessments throughout the academic year when using Superkids. These results, in combination with the strong support from teachers who used the program, demonstrate that Superkids can be used effectively to teach reading to high-achieving students.

¹ See <http://dibels.uoregon.edu>, Technical Report # 9: System-wide Percentile Ranks for DIBELS Benchmark Assessment, available at http://dibels.uoregon.edu/techreports/DIBELS_Percentiles.pdf.

² The DIBELS assessment is designed for early identification of children with potential reading problems. The Phoneme Segmentation Fluency measure is designed to assess a student's ability to segment fluently three- and four-phoneme words into their individual phonemes. The Nonsense Word Fluency subtest measures the ability to link letters with sounds (the alphabetic principle) and use that knowledge to decode three-letter syllables that are nonsense words. See <http://dibels.uoregon.edu> for more information on the DIBELS assessment.

American Heritage School

"I had great success with Superkids and the students showed a lot of progress. Most of my students were reading by mid-year. Out of all the programs I've ever taught, this one is the best!" —Kelly Mason, kindergarten teacher

"I love the program! Most of my students were reading at mid-year. Ninety-nine percent [of my students] could write three to four sentences about the Superkids' Club library book stories [by May]." —Denise Guavera, kindergarten teacher

"Even the [students] at higher levels still learned a lot with the additional library books. There are many extra activities in the program that can be tailored to each student's level of proficiency." —Rosina Chisesi, kindergarten teacher

Fort Worth Academy

"We had an unusually high-achieving group of kindergarten students this year. They responded so well to the Superkids program! It was amazing to watch their growth in written language skills. The [DIBELS] scores were consistently high and provided just a glimpse of the growth the teachers observed on a day-to-day basis." —Elizabeth Bonin, reading specialist

"I think [the Superkids program] is effective with all levels. Even though some of my kids came in reading chapter books, they still pulled what they needed from the program, such as writing and comprehension." —Valerie Williams, kindergarten teacher

Milestones Charter School

"[The Superkids program] is effective with every single [student]. Even the higher-level students are engaged and entertained." —Jinna Cummings, kindergarten teacher



ROWLAND READING FOUNDATION

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